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AUTHOR	Pace, C. Robert; Milne, Mary
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ABSTRACT

A general report of significant and interesting data generated by the CSE Alumni Survey is presented. The survey explored a variety of activities, interests, views, judgments, and experiences of men and women who had graduated from college at mid-century. One section of the questionnaire is related to community affairs, national and state politics, international and intercultural affairs, art, music, education, drama, literature, religion, and science. Other sections consider respondents' awareness of and attitudes toward major social trends, their views on significant social problems, questions concerning benefits they believe they gained from their respective colleges, and about various college memories and satisfactions. General characteristics, activities and interests, opinions and views, and judgments about education are reported. (AG)

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THE CENTER'S HIGHER EDUCATION PROGRAM

The Center for the Study of Evaluation was founded in June, 1966. It is an educational research and development center sponsored by the U.S. Office of Education under the Cooperative Research Act and is the only federally funded center working exclusively on problems in educational evaluation.

The mission of the Center is to produce new evaluation materials, practices, and knowledge which can be adopted and implemented by educational agencies. Emphasis is placed on developing procedures and methodologies needed in the practical conduct of evaluation studies and on developing generalizable concepts and approaches to evaluation problems that are relevant to different levels of education. The Center is staffed by an interdisciplinary team which includes specialists in education, measurement, sociology, economics, and administration.

This approach to evaluation is reflected in the Center's organizational structure and the goals of its current activities, which are contained in five programs:

- The Program for Research on Objectives-Based Evaluation
- The School Evaluation Program
- The Higher Education Evaluation Program
- The Training Materials Program
- The Evaluation Theory Program

We believe that certain characteristics of higher education differ in many respects from those of other educational levels and thus present a unique setting for the study of educational evaluation. Within that framework the goals of the Higher Education Evaluation Program are (1) to provide better instrumentation for potential use in the evaluation of higher education, (2) to demonstrate the importance of broad evaluation for informed decisions, (3) to create models of higher education for national visibility and potential use in policy decisions, and (4) to examine those problems which are peculiar to higher education and explore their implications for a model of evaluation in higher education.

This issue of the *Comment* serves two purposes. For our regular readers it provides for the first time an overview of the Center's activities related to higher education and, for some 8400 college alumni across the country, it reports the highlights of a CSE survey in which they were participants.

Our story of the Alumni Survey is an expression of thanks to those who took the time (an hour or more) to respond to our 18 page questionnaire. This issue of the Comment is being mailed to all 8400 of the respondents. Their response to the Survey is itself strong evidence of a continued interest, regard, and concern about higher education.

Marvin C. Alkin
Director
Center for the Study of Evaluation

COLLEGE GRADUATES: HIGHLIGHTS FROM A NATIONWIDE SURVEY

C. Robert Pace
and
Mary Milne

UNIVERSITY OF CALIFORNIA, LOS ANGELES

College graduates, as consumers of higher education and former participants in the experience of higher education, are often regarded as being uniquely qualified to report on the benefits and influences of going to college. They have, of course, individually contributed to the quality of their own college experience and selectively consumed the variety of opportunities for learning and development which college made available to them; in this sense it is inappropriate to consider them as "educational products" comparable to the products of a factory which receives and processes raw material. They were, rather, quite well developed material when they arrived on the college campus, having experienced some 18 years of development with all the cumulative experiences of inheritance and family, neighborhood and friends, church and prior schooling. In this sense, while college offers a kind of experience not offered by any other major institution in our culture, it is also, for the person experiencing it, part of a cumulative life history of development. Despite the inseparable nature of these phenomena, an evaluation of higher education which ignored the reflections and subsequent lives of alumni would surely be inadequate and incomplete.

Information that cannot be explained in rigorous scientific terms often provokes new speculations, including speculations about the sufficiency and relevance of scientific conventions as well as more mundane speculations about the accuracy of the information. Information about college graduates does not readily lend itself to proving that college caused their subsequent behavior and status in life. But that does not make information about them any less important or valuable. Their activities, attitudes, interests, and judgments are important in their own right. College graduates constitute a significant segment of the adult population, a segment containing many of the leaders and shapers of our society. Their opinions about the world they live in, and about their own prior experience in college or university, must be reckoned with. The primary concern of evaluation is with adequate information and with the quality of judgment to which such information contributes. The consumers of and former participants in college education are contributors both to the adequacy of information and the quality of judgment needed in a "systems assessment" of higher education in the United States.

During the first few months of 1969 about 15,000 questionnaires were mailed to samples of college graduates,

Class of 1950, from 74 different colleges and universities. During the calendar year 1969, parallel questionnaires were also administered to samples of incoming freshmen and to upperclassmen. In all, 88 colleges and universities cooperated in these surveys, with 59 participating in all three, and the others engaging in one or two. Major analyses of this nationwide survey are now in progress. What follows is a general report of significant and interesting pieces of data drawn from the responses of alumni.

The Alumni Survey was an 18-page questionnaire which explored a variety of activities, interests, viewpoints, judgments, and experiences of men and women who had graduated from college at mid-century. As a group they are themselves in mid-career, established in their communities, and with children of their own approaching college age. The extent to which people engage in certain kinds of activities is presumably a reflection of their interests, values, satisfactions, and commitments. One section of the questionnaire, therefore, consisted of a series of check-lists of activities related to community affairs, national and state politics, international and intercultural affairs, art, music, education, drama, literature, religion, and science. Other sections of the questionnaire considered respondents' awareness of and attitudes toward major social trends, and their viewpoints on significant social problems. They were also queried about the benefits they believed they gained from their respective colleges and about various college memories and satisfactions. The survey as a whole covered a wide spectrum of the lives and feelings of college alumni.

The questionnaires distributed to freshmen and upperclassmen had some sections that were by intention almost identical to the alumni questionnaire. Although this report focuses primarily on alumni responses, some data from the student survey provide an interesting comparison between generations.

Approximately 60% of the alumni who received a questionnaire filled it out and returned it (about 8,400). Questionnaire returns averaged about 70% for the upperclassmen sample and around 80% for the freshmen sample. Two-thirds of the alumni respondents were men. This large proportion of men reflects the presence of World War II veterans in the Class of 1950. It may also reflect some difficulty for alumni offices to keep track of women alumni owing to name changes. In any event, the samples of alumni and of students from the various colleges were random or probability samples, or a fairly close approximation to it.

The institutions participating in the survey, however, were not a random sample of all higher education institutions. Rather, they were deliberately selected as examples of different major types of institutions. The result is a "rational" baseline or reference group, somewhat analogous to other more familiar rational baselines such as the Dow Jones Index or Cost of Living Index. Such a design assures that major kinds of institutional environments will be included with sufficient examples to permit comparisons between types. The types of institutions were:

Highly selective liberal arts colleges, private, non-sectarian

Strongly denominational liberal arts colleges, Protestant and Catholic

General liberal arts colleges, non-sectarian and moderately denominational

Highly selective universities, public and private

General comprehensive universities, public and private

State colleges and other universities having less extensive graduate programs than comprehensive universities

Colleges having a major emphasis on teacher education

Colleges and universities having a major emphasis on engineering and sciences

General Characteristics

The mid-century graduates of the eight types of colleges represent a group of men and women who had been touched by at least two pervasive national experiences — the Depression of the 1930's and World War II. They grew up in a time when TV sets were either non-existent or rare, and when commercial air travel was just beginning. When they replied to the questionnaire, most of them were between 40 and 45 years of age, about 90% were married and had children, and 62% reported annual incomes greater than $15,000.

Occupationally, 75% of those sampled reported themselves in professional or managerial positions. Twelve percent of the alumni had obtained advanced professional degrees or a doctorate, and 24% held a Master's degree. Most respondents grew up in small towns or in cities that had not reached metropolitan dimensions; even today, a majority of them live in towns and cities of less than 500,000 population. Except for armed forces service, most of the graduates studied (75%) had not been abroad before or during their college years.

On the whole, in comparison to their parents the Class of 1950 graduates had obtained more formal education, a higher income level (although in terms of constant dollars the jump is somewhat smaller), and decreased slightly their affiliations to major religions and political parties. In the alumni group, the number of respondents listing "no formal religion" or "no definite religious beliefs" was 12% compared with a reported 6% for the parents of the alumni. In political affiliation, a majority of the alumni listed themselves as Republicans (54%) compared with a 25% who listed themselves as Democrats. The Republican percentage was the same for the alumni's parents, but the Democratic percentage was lower. Among today's students, at least as shown in the data from our upperclassmen survey, the proportion describing themselves as Republicans is 24%, Democratic 25%, with the rest saying they are non-partisan.

Activities and Interests

Information about occupation, income, religion, politics, and residence provide an overall profile of our alumni group. By adding further information about activities, interests, attitudes, and values we transform a simple profile into a more detailed portrait. The Activities section of the questionnaire consisted of short check-lists of activities and interests in various aspects of contemporary affairs. The activities in each scale included some that were commonplace and easy to do and others that required more time and effort and a greater degree of personal or public commitment. The respondent was asked to check each activity he engaged in during the past year. The number of activities checked in each scale provides a reliable score or index of involvement. Since the number of activities differs from one scale to the next, and activities in the different scales are not equally easy or hard to do, one cannot infer that people are more interested, say, in art than in music. But one can compare the responses of different groups of alumni.

In the area of community affairs almost everyone (above 90%) talks about local problems, follows local events in newspapers, and contributes money to the community fund or local charity. In national and state politics, almost every-

one discusses political issues, listens to speeches, news specials, discussion programs about political issues on radio or TV, follows national and state political events regularly in their newspapers, and votes in the major elections. In international and intercultural areas, almost everyone discusses international relations and foreign policy with their friends.

The most common activity related to art is talking about it and visiting a gallery or museum. In the field of music nearly everyone buys records and listens to the radio. In regard to literature two-thirds of the alumni buy books, read book reviews, and talk about new books with their friends. They also watch TV dramas at least once a month, talk about movies and dramas, and read the reviews.

More than three-fourths of the alumni go to church, belong to a church, contribute a regular sum of money to their church, and read about church and religious activities in newspapers and magazines. They are also active in the local schools, with more than three-fourths of them reporting that they visited their local school, talked with a teacher or other official, read about education in the newspaper, and discussed the schools with their neighbors. In the area of science three activities checked by three-fourths or more of the alumni were discussing science with friends, viewing TV programs or specials about science, and reading articles about new developments in science.

Listing some of the more common areas of involvement gives some indication of the content of the activity indexes. Noting a few of the least frequently checked activities provides an added description. Among the activities checked by fewer than 20% were:

- Seeing experimental or avant garde films
- Attending plays by a contemporary dramatist
- Participating in a vocal or instrument group
- Reading books about art, or music, or theater, or science
- Doing volunteer or paid work for a political party
- Participating in a public protest or rally over some political issue – national, state, or local.

The alumni appear to be a fairly active group in most areas of contemporary life. They are aware and concerned in virtually all areas touched by the questionnaire. They appear to be especially active and involved in the church, the school, and the community. Their concern with political matters, both national and international, is evident. With respect to the arts, they typically read and talk and look and listen. The general breadth of their activities and interests is suggested by the fact that almost everyone checked at least some of the activities on nearly all of the scales.

Opinions and Viewpoints

Most of us wish we could know the future and anticipate the forces which affect our lives. What college graduates in particular perceive as trends occurring in the society in which they live, and what feeling they hold toward the desirability of those trends, provide a measure of their awareness, values, and receptivity to new directions in a changing society. The questionnaire contained a number of statements purporting to describe changes or trends that may or may not be occurring in the U.S. Respondents were asked to indicate whether they thought the trend or change described by the statement was occurring and also whether they thought it would be desirable or undesirable if it in fact occurred or is occurring.

We have listed some of the statements in Table 1, together with the responses from both the alumni and the student surveys.

TABLE I
Attitudes Toward the Changing Society

Statement of Trend	Percent regarding the trend as Generally True and As Generally Desirable			
	Alumni		Upperclassmen	
	GT	GD	GT	GD
A new style of politics, involving broader and more active participation at all levels is emerging.	69	83	62	80
More people are coming to realize and accept the value of self-expression — for example, through the arts.	64	76	67	82
As our society develops, the capacity of interdependence (relating with others) may be valued more highly than the capacity for independence and self-reliance.	70	36	70	40
Less importance is being attached to the value of individual success and achievement than has been traditional in our society.	45	17	30	26
Except for scientists, professionals, and executives, the number of leisure hours (among waking hours) is becoming greater than the number of working hours for the bulk of the employed population.	76	47	67	48
There is an increasing movement toward inter-city government embracing both urban and suburban areas and adjacent cities.	68	61	49	45
Some business and industrial organizations are moving away from competitive relations toward more collaborative relations.	55	30	48	31
There is an emerging trend for major industries to regard their resources as belonging not just to them but to all of society.	36	66	23	64
There is a growing trend to coordinate major public and private services — for example in housing, transportation, etc.	75	70	69	70
Within the market sector of the economy, the activities of the larger enterprises are becoming increasingly international in scope.	90	67	90	57
Increasingly, the government is controlling the markets for the most advanced industries.	62	13	58	26
Scientists and professionals are having an increasingly important influence on economic and governmental policies.	84	68	56	64
There is a tendency for large neighborhoods to become more exclusive in the kinds of people who live in them — white middle class suburbs as well as parts of the "inner" city.	53	19	56	16

The first five statements are about personal and social values – political participation, self-expression, relating to others, individual success, and leisure time. Both the alumni and the current students (generally two-thirds or more of them) think these statements describe trends that are occurring – except for the statement about valuing individual success. Both the alumni and the students also clearly approve of greater participation in politics and of self-

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expression through the arts; but they are not so sure it would be desirable to have more leisure time, or to value interdependence more than self-reliance; and they clearly do not think it would be desirable to attach less importance to the value of individual success.

The next six statements are about government and business, with the presumed direction of change being toward greater collaboration and less competition – between governmental units, between business units, and between government and business. Except for the statement about resources, a majority of alumni thought the trends as stated were occurring. That the corresponding percentages for the upperclassmen survey are lower is owing to greater numbers marking "don't know" rather than believing that the trend was in the opposite direction.

Alumni attitudes seem to be generally pro-business and pro-competition. If it is true that some businesses and industrial organizations are moving toward more collaborative relations, then less than a third of the graduates think it is desirable. And if government is controlling the markets for the most advanced industries, only 13% of the alumni and 26% of the students think that is desirable. On the other hand, coordination of major public and private services is desirable, and so is a trend toward larger governmental jurisdictions to coordinate cities and suburbs.

The last two statements deal with somewhat separate issues. Alumni clearly feel that scientists and professionals are having a greater influence on economic and governmental policies; two-thirds of the alumni approve of that influence. The students are not so sure it is a trend; but if it is they think it is desirable. A slight majority, both of alumni and students, think that neighborhoods are becoming more exclusive (less integrated); and very few of them believe such a trend to be desirable.

If one regards "generally true" as the "correct" response to all of these statements of social trends (and there are at least some social analysts who would so regard them), then it seems fair to conclude that the majority of college graduates in our national survey are well aware of such major trends in American society.

An interesting aspect of these results, especially with respect to attitudes about the desirability of certain social changes, is the rather close agreement between alumni and students. Not much of a generation gap shows up.

Further insight along these lines, however, is gained by examining viewpoints toward several current social issues and problems. The responses to some of these items from the questionnaire are shown in Table 2.

The first three statements tap viewpoints about nationalism and security. In general, the higher the percentages responding in the direction indicated (i.e., agree or disagree), the stronger the support there is for world government, mutual trust, and interdependence. The lower the percentages, the more support there is for the virtue of self-sufficiency, independence, and peace through the possession of superior power. College graduates are generally favorable toward greater strength for the U.N., and recognize that the U.S. is not economically self-sufficient; but at the same time less than a majority of them are ready to reject the nationalistic view that peace requires "us" to be stronger than "the others". Two-thirds of today's students, however, reject this nationalistic peace-keeping viewpoint.

The next four statements relate to attitudes about the role of women. Alumni and student attitudes are nearly identical on this topic – attitudes generally supportive of greater opportunities and equal benefits; but only a small minority thinks a housewife lacks opportunities to apply broad and creative interests.

TABLE II
Viewpoints

Statements	Percent of Alumni responding in indicated direction	Percent of Upperclassmen responding in indicated direction
We are not likely to have lasting peace unless the U.S. and its allies are stronger than all the other countries. (Disagree)	42	64
The United Nations should have the right to make decisions that would bind members to a course of action. (Agree)	62	66
The U.S. has enough natural resources and scientific know-how to be economically self-sufficient. (Disagree)	63	59
More women should be involved in policy formation both in business and government. (Agree)	54	42
Professional women should have the same benefits and opportunities as their male colleagues. (Agree)	90	88
Being a housewife provides many opportunities to apply broad and creative interests. (Disagree)	22	25
Family patterns and attitudes should allow, and often encourage, married women to follow their own interests, even if they have young children. (Agree)	69	65
If Negroes live poorly, it is in great part the fault of discrimination and neglect from whites. (Agree)	50	52
Anyone, no matter what his color, who is willing to work hard can get ahead in life. (Disagree)	33	46
More money and effort should be spent on education, welfare, and self-help programs for the culturally disadvantaged. (Agree)	66	76
People who advocate unpopular or extreme ideas should be allowed to speak on college campuses if the students want to hear them. (Agree)	58	86

The remaining four items deal with civil rights and free speech. Half of the alumni and about the same proportion of students agree that whites are largely to blame for the poor status of Negroes. Nearly half of the students, compared with a third of the alumni, disagreed with the statement that "anyone, no matter what his color, who is willing to work hard can get ahead in life." It appears that the younger generation is more skeptical about the validity of the Protestant work ethic – at least as it applies to minority groups. Also three-fourths of the students, compared with two-thirds of the alumni, favor spending more money and effort to aid disadvantaged groups. On the issue of free speech, the difference between generations is most sharp – with 86% of the students, compared with 58% of the alumni, favoring freedom to advocate unpopular or extreme ideas.

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Judgments about Education

One section of the questionnaire was introduced as follows: "In thinking back to your undergraduate experience in college or university to what extent do you feel that you were influenced or benefited in each of the following respects?" To each of the 17 statements listed below one could respond by checking "very much", "quite a bit", "some", or "very little". The statements are in the order in which they appeared in the questionnaire.

- Vocational training – skills and techniques directly applicable to a job
- Background and specialization for further education in some professional, scientific or scholarly field
- Broadened literary acquaintance and appreciation
- Awareness of different philosophies, cultures, and ways of life
- Social development – experience and skill in relating to other people
- Personal development – understanding one's abilities, limitations, interests, and standards of behavior
- Critical thinking – logic, inference, nature and limitations of knowledge
- Aesthetic sensitivity – appreciation and enjoyment of art, music, drama
- Writing and speaking – clear, correct, effective communication
- Science and technology – understanding and appreciation
- Citizenship – understanding and interest in the style and quality of civic and political life
- Appreciation of individuality and independence of thought and action
- Development of friendships and loyalties of lasting value
- Vocabulary, terminology, and facts in various fields of knowledge
- Appreciation of religion – moral and ethical standards
- Tolerance and understanding of other people and their values
- Bases for improved social and economic status

An identical list of objectives was also in the questionnaire for upperclassmen, with a slight modification in the introduction which read as follows: "In thinking over your experiences in college up to now, to what extent do you feel you have made progress or been benefited in each of the following respects?"

In the graph showing the responses to these objectives, the statements are abbreviated and arranged in high to low order based on the percentage of alumni in the national baseline marking "very much" or "quite a bit" in response to them. The alumni responses are shown by the step-wise line running across the chart. The responses of upperclassmen students to these same objectives are then portrayed by the lines that run above and below the alumni baseline, thereby highlighting the extent to which the benefits claimed by current students differ from those claimed by former students.

For the alumni, the influences and benefits indicated by the highest percentages were vocabulary and facts, critical thinking, personal development, specialization, and awareness of different philosophies and cultures. Three or four of these objectives are clearly related to academic disciplines and skills – knowledge, critical thinking, specialization, and perhaps awareness of different philosophies. Looking at the benefits claimed by students, however, one finds that the five top-rated objectives all related to human relations and interpersonal values, not to academic disciplines or methodologies. Indeed, comparing the upperclassmen's responses to these five objectives – personal development, social development, individuality, tolerance, and friendships – with the corresponding ones from the alumni group one sees that the upperclassmen's percentages are from 13 to 22 percentage points higher. Perhaps it is the immediacy of these human relations aspects of the college experience that accounts for the greater sense of benefit. On the other hand, it may be a reflection of the greater interest and value that young people today place

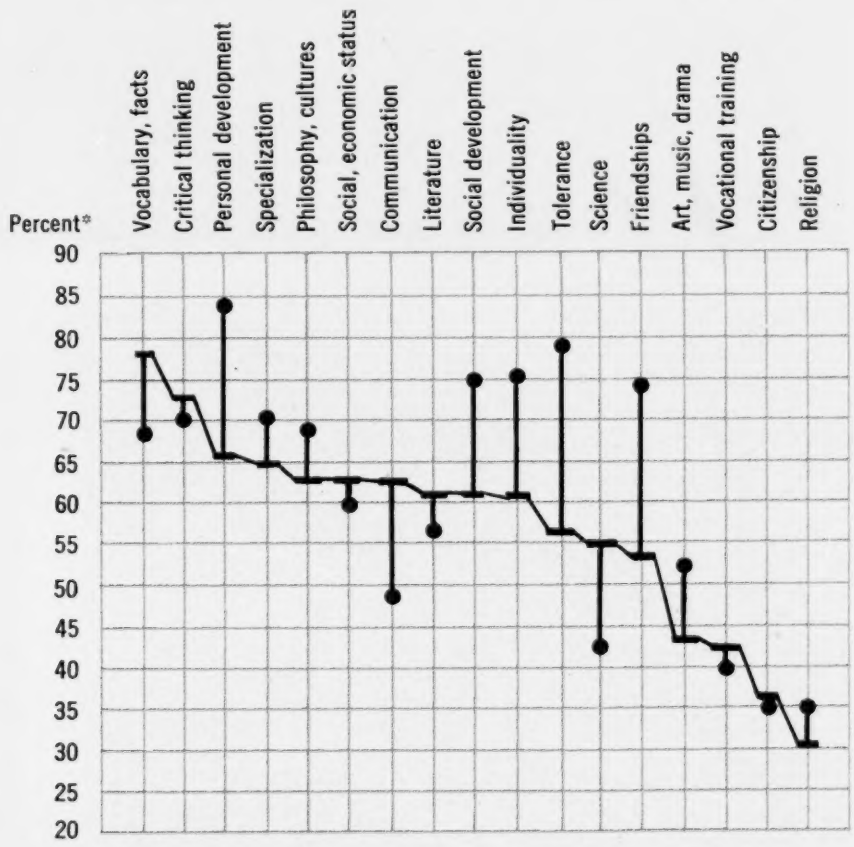

Figure 1

Educational Benefits: National Baselines of Alumni and Students

Self-Estimates of Progress or Benefits

*Percent marking "very much" or "quite a bit" of progress or benefit

upon personal and social development – a genuine value difference between generations. Differences of 10 to 14 percentage points in the opposite direction occurred for three of the objectives – vocabulary, terminology, and facts in various fields of knowledge; understanding and appreciation of science and technology; and clear, correct, effective communication through writing and speaking. The lesser sense of progress felt by students toward these objectives may also reflect a generational difference – some disenchantment with science and technology, with the vocabulary of academic disciplines, and with linear modes of communication.

When the alumni were asked to recall outstanding memories of college, they checked experiences quite congruent with the indications of intellectual and personal growth noted in the Benefits section. About two-thirds of the alumni recalled courses which opened new interests for them and recalled informal discussions with other students. A majority also mentioned professors who expressed a personal interest in them, and courses which were especially hard and demanding. Among the memories checked least frequently were worries about graduation, and professors who were hard to get along with.

Another indication of how alumni regarded their college education was obtained by asking them if they would go back to the same college if they could do it over again. Seventy-five percent of them said they definitely or probably would. Only 6% said they definitely would not. About a third of the alumni said that they felt a strong attachment to their college, and an additional 50% reported they felt pleasantly nostalgic about it. Only 4% of the alumni expressed any definite negative feelings.

Most alumni clearly exhibit a positive appreciation of their college education, considering it as having been an important influence in their development and their later adult lives.

Some Institutional Differences

Among the alumni, the general level of satisfaction with college is similar regardless of the type of college attended – whether a large comprehensive university, a small liberal arts college, a college of engineering and science, etc. Among current upperclassmen, however, there are some clear differences related to the type of institution they are attending. When asked whether they would go to the same college if they could start over again, the percent of upperclassmen saying "definitely no" ranged from 20% to 5%. Contrary to popular stereotypes, the highest percentages saying "no" came from students at general liberal arts colleges and at colleges of engineering and science. The more distinctive liberal arts colleges – either strongly denominational or strongly intellectual and selective – had relatively few "no" responses (8%). The universities, often attacked for impersonality, are considerably more attractive than such rhetoric would lead one to suspect – with only 5% from the highly selective universities saying they would not go back, and only 7% from the large comprehensive universities.

There are many other differences in the viewpoints, benefits, and activities of alumni that can be associated with the particular type of college or university from which they graduated. Identifying and sorting out these differences are the major kinds of analyses now being made of the Alumni Survey data. Our image of higher education as a nationwide enterprise is not one that sees it as many different institutions each trying to do the same thing and achieving some uniform goal with greater or lesser success. Rather, we view higher education as a legitimately diverse enterprise in which certain kinds of institutions emphasize some goals to a greater extent than others, and whose influences are generally congruent with those differences in emphasis. This, at any rate, is the viewpoint behind our "systems assessment" of higher education; and the wealth of data we have obtained from alumni and from students is enabling us to test its validity and its virtue.

Colleges Participating in CSE's National Evaluation

	Alumni	Upper-Classmen	Freshmen
Albion College Albion, Michigan	X	X	X
American University Washington, D.C.	X	X	X
Amherst College Amherst, Massachusetts	X	X	X
Beloit College Beloit, Wisconsin	X	X	X
Bennett College Greensboro, North Carolina		X	X
Blackburn College Carlinville, Illinois	X	X	X
Boston College Chestnut Hill, Massachusetts	X	X	
Bridgewater College Bridgewater, Virginia	X	X	X
University of California, Berkeley Berkeley, California	X	X	X
University of California, Los Angeles Los Angeles, California	X	X	X
California Institute of Technology Pasadena, California	X		

	Alumni	Upper-Classmen	Freshmen
Carleton College Northfield, Minnesota		X	X
Central Connecticut State College New Britain, Connecticut	X	X	X
Chatham College Pittsburgh, Pennsylvania	X		
Clark University Worcester, Massachusetts	X	X	X
Colby College Waterville, Maine	X	X	X
Colgate College Hamilton, New York	X	X	X
University of Colorado Boulder, Colorado	X	X	X
Concordia Teachers College River Forest, Illinois	X	X	X
University of Delaware Newark, Delaware		X	X
Delta State College Cleveland, Mississippi	X	X	X
Denison University Granville, Ohio	X	X	
Drew University Madison, New Jersey	X	X	X

Colleges Participating in CSE's National Evaluation

	Alumni	Upper-Classmen	Freshmen
Duke University Durham, North Carolina	X	X	X
Earlham College Richmond, Indiana	X	X	X
Eastern Carolina University Greenville, North Carolina		X	X
Eastern Oregon University La Grande, Oregon		X	X
University of Evansville Evansville, Indiana		X	X
Fayetteville State College Fayetteville, North Carolina	X	X	X
Franklin College Franklin, Indiana		X	X
Goshen College Goshen, Indiana	X	X	X
College of the Holy Cross Worcester, Massachusetts	X	X	X
Hunter College New York, New York	X	X	X
Indiana State University Terre Haute, Indiana		X	X
Lake Erie College Painesville, Ohio	X	X	X
La Salle College Philadelphia, Pennsylvania	X	X	X
Lehigh University Bethlehem, Pennsylvania	X	X	X
Lewis and Clark College Portland, Oregon	X	X	X
Lycoming College Williamsport, Pennsylvania	X	X	X
Macalester College St. Paul, Minnesota	X	X	X
Massachusetts Institute of Technology Cambridge, Massachusetts	X	X	X
Memphis State University Memphis, Tennessee	X	X	X
Michigan State University East Lansing, Michigan	X	X	X
Monmouth College Monmouth, Illinois	X	X	X
Montclair State College Upper Montclair, New York	X	X	X
Mount Holyoke College South Hadley, Massachusetts	X		
Mount St. Mary's College Los Angeles, California	X	X	X
University of Nebraska Lincoln, Nebraska	X		
State University College Brockport Brockport, New York	X	X	
State University New York at Buffalo Buffalo, New York	X	X	X
State University New York at Geneseo Geneseo, New York	X	X	X
University of North Iowa Cedar Falls, Iowa	X	X	X
Oregon State University Corvallis, Oregon	X	X	X
University of Oregon Eugene, Oregon	X	X	
Pepperdine College Los Angeles, California	X	X	X
Polytechnic Institute of Brooklyn Brooklyn, New York	X	X	X
Pomona College Claremont, California	X	X	
Purdue University West Lafayette, Indiana	X	X	X
Radford College Radford, Virginia	X	X	X
University of Redlands Redlands, California	X	X	X
Rensselaer Polytechnic Institute Troy, New York	X	X	X
Ripon College Ripon, Wisconsin	X	X	X
Rose Polytechnic Institute Terre Haute, Indiana	X	X	X
San Jose State College San Jose, California	X	X	X
Shaw University Raleigh, North Carolina		X	X
Simmons College Boston, Massachusetts	X	X	X
University of South Carolina Columbia, South Carolina	X	X	X
South Dakota School of Mines and Technology Rapid City, South Dakota	X	X	X
University of Southern California Los Angeles, California	X	X	X
Stanford University Stanford, California	X		
Susquehanna University Selinsgrove, Pennsylvania	X	X	X
University of Tennessee Knoxville, Tennessee		X	X
University of Texas, El Paso El Paso, Texas	X		
Texas Christian University Fort Worth, Texas	X	X	X
University of Toledo Toledo, Ohio		X	X
Tufts University Medford, Massachusetts	X		
Trinity College Washington, D.C.	X	X	X
University of Utah Salt Lake City, Utah	X	X	X
Virginia Military Institute Lexington, Virginia		X	X
Virginia Polytechnic Institute Blacksburg, Virginia		X	X
Wake Forest University Winston-Salem, North Carolina	X	X	X
Washington and Jefferson College Washington, Pennsylvania	X	X	X
Wayne State University Detroit, Michigan	X	X	
Western Kentucky University Bowling Green, Kentucky	X	X	X
Westmont College Santa Barbara, California	X	X	
Wheaton College Norton, Massachusetts	X	X	
Wittenberg University Springfield, Ohio	X	X	X
College of Wooster Wooster, Ohio			X

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